of Investigation on Abuse of Authority in Nepal, which suspects that 10% of the Himalayan Kingdom's 1,40,000 school teachers are using diplomas purchased from India (Chronicle of Higher Education, 2003). Similarly, some press reports on figures on academic fraud have been included, which are as under:-

lndia: fees for manipulating entrance tests scores between USS 80 and USS 20,000 for the most popular programmes, such as computer sciences, medicine or engineering.

India: Post dated cheques totaling more than US$300,000 collected by people offering to sell answers for a Nationwide examinations for physicians.

* In the chapter titled 'Private tutoring: How to avoid the corruption of mainstream education?', the Report mentions that according to a recent comparative study undertaken by the HEP on teachers codes of conduct in South Asia, private tuition is thus regarded as a major source of unethical behaviour in Bangladesh, India and Nepal.

* The Report also says that in India, a 1997 survey of 7,879 primary schools pupils in Delhi found that 39.2 per cent were receiving tutoring. Other reports have suggested that 70 per cent of urban children receive private tutoring in one or more subjects.

* In the chapter regarding memo to policy makers, planners and managers on how to address the challenge of corruption in the Education Sector, there is a subtopic titled 'How to address external factors (mainly political, legal, economical and educational)'.

This chapter mentions that lessons from experience and evidence suggest that five key elements hold a lot of promise when they can coalesce, namely), leadership; competition in the political and economic arena; the right to information; collective action; and an integrated approach.

Under sub-title 'Right to Information' the Report concludes that freedom of the press and access to information is key to transparency and accountability. The experiences of countries such as India that have progressively provided a legal basis for the right to information can prove extremely useful in this regard.

Achievement of total literacy

*27. SHRIMATI SUPRIYA SULE:
SHRIMATI SHOBHANA BHARTIA:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether Government are taking steps to achieve 100 per cent literacy by 2010 and were planning to increase it by 25 per cent this year, to ensure 100 per cent literacy by 2010 and allotted Rs. 32,352 crore for education in 2007-08 budget, 31 per cent higher than last year's allocation; and

(b) if so, to what extent both Central and State Governments have taken steps to implement the schemes to achieve this goal?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI ARJUN SINGH): (a) and (b) No, Sir. A total allocation of Rs. 32,354.22 crores has been made

for the Ministry of Human Resource Development during 2007-08 as against Rs. 24.114.98 crores for 2006-07.

Adult literacy is being promoted through the National Literacy Mission which is imparting functional literacy to adult illiterates in the 15-35 age-group. In addition, the Central Government in collaboration with the State Governments is implementing the Sarva Shikha Abhiyan for Universalisation of elementary education in the age-group of 6-14 years. An allocation of Rs. 18,626 crores and Rs. 401 crores has been made for Elementary Education and Adult Education respectively for 2007-08.

Corruption in education system

*28. SHRI VIJAY J. DARDA:
SHRIMATl SHOBHANA BHARTIA:

Will the Minister of HUMAN RESOURCE DEVELOPMENT be pleased to state:

(a) whether a new study of UNESCO's International Institute for Educational Planning reveals that various shades of corruption afflict the Indian education system - from teacher absenteeism, private tuition by teachers to embezzlement/mismanagement of school funds and even manipulation of entrance test for medicine, engineering and computer science;

(b) whether the report also mentions how postdated cheques, totalling more than $ 300,000, were collected by the people offering to sell answers to a Nationwide examination for physicians;

(c) whether Government have examined the report fully; and

(d) if so, the action Government proposed to take in this regard?

THE MINISTER OF HUMAN RESOURCE DEVELOPMENT (SHRI ARJUN SINGH): (a) The Government has seen a Report published in 2007 by UNESCO/International Institute of Educational Planning entitled "Corrupt Schools, Corrupt Universities; what can be done?". This report is not India specific and highlights the issues related to corruption in education and the consequent loss to the system in terms of its adverse effect on access, equity and quality, in developed and developing countries around the world. The report includes references to teacher absenteeism and private tuitions by teachers etc.; and also suggests strategies to reduce corruption and improve governance in education.

(b) In a discussion on academic fraud around the world, the Report cites several instances including an example from India that post-dated cheques totalling more than $300,000 were collected by people, offering to sell answers for a nation-wide examination for physicians. The source of this information is stated to be the press.

(c) and (d) Central Government is continuously engaged, through consultations with State Governments and apex bodies such as University Grants Commission, the Central Board of Secondary Education and others, in eliminating malpractices in the educational system. Government of India has also commissioned an independent study to measure student and teacher attendance in select major States. Preliminary data from this study has shown that average teacher attendance in primary and upper primary schools is about 80%, Government also recognizes that eliminating the kinds of malpractices mentioned in the UNESCO/HEP Report will require not only the continuous